

**A CONTENT ANALYSIS OF ENGLISH SKILL TASKS IN  
*BRIGHT 2* ENGLISH TEXTBOOK USED  
IN JUNIOR HIGH SCHOOL**

**THESIS**

*Submitted to Graduate program of Language Study of Muhammadiyah  
University as a partial fulfilment of the requirements for getting  
Master Degree of Language Study of English*



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2019**

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EnglishTextbook Used in Junior High School

### *Supervisor's Approval*

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

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APPROVAL OF THESIS FOR SUBMISSION

**A CONTENT ANALYSIS OF ENGLISH SKILL  
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IN JUNIOR HIGH SCHOOL**

submitted by

**KHUSNUL HOTIMAH**

Has been examined by the board of examiners on 4<sup>th</sup> February 2019 All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners  
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**Muamaroh, Ph.D.**

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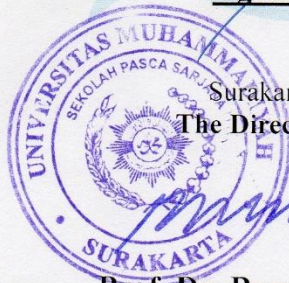


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## STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “**A Content Analysis of English Skill Tasks in *Bright 2* English Textbook Used in Junior High School**” is an original and authentic work written by myself and it has satisfied the rules and regulations of University Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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## **MOTTO**

*O you who believe, seek help through patience and prayer. Indeed, Allah is  
with the patient*

(Q. S Al-Baqarah:153)

*Man Jadda Wajada*

“Whoever strives shall succeed”

(Negeri 5 Menara)

## DEDICATION

I fully dedicate this thesis for:

My parents,

*My late father, Syamsudin* who has left us. He prayed and worked hard for my mother, my brother and me.

*My late mother, Norma* who has given birth to me. She gave me a challenge to live in this world and made me become an independent person.

*My mother, Hatmiah* who raises me and always supports me by her affection.

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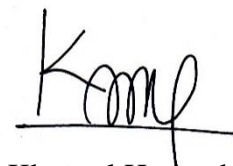
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The writer expects this research becomes the current study that can give additional information for further researcher who are interested in conducting a research concerning with learning evaluation.

Surakarta, 10<sup>th</sup> February 2019

A handwritten signature in black ink, appearing to read 'Khusnul Hotimah', written over a horizontal line.

Khusnul Hotimah

## A CONTENT ANALYSIS OF ENGLISH SKILL TASKS IN *BRIGHT 2* ENGLISH TEXTBOOK USED IN JUNIOR HIGH SCHOOL

### ABSTRACT

The objectives of the study are to describe discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence that are existed in English skill tasks in *Bright 2* English textbook for Junior High School. This research is qualitative research design with content analysis approach. The object of the study is *Bright 2* English textbook for 8<sup>th</sup> graders of Junior High School. The research uses documentation technique to collect the data. The data is analyzed descriptive qualitative analysis. The findings show (1) the discourse competences that are existed in English skill tasks of *Bright 2* textbook are cohesion, coherence, deixis, and generic structure, (2) the sociocultural competences that are existed in English skill tasks are social contextual factors, stylistic appropriateness, and cultural factors, (3) the formulaic competences that are existed in English skill tasks are collocations, (4) the interactional competences that are existed in English skill tasks are actional competence, conversational competence, and non-verbal communication, (5) the linguistics competences that are existed in English skill tasks are syntax, morphology, lexicon, and phonology, and (6) the strategic competences that are existed in English skill tasks are interacting strategy.

**Keywords:** Components and sub-components of communicative competence, textbook, English skill tasks

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk menggambarkan *discourse competence*, *sociocultural competence*, *formulaic competence*, *interactional competence*, *linguistic competence*, dan *strategic competence* yang muncul pada tugas Bahasa Inggris dalam bukuteks *Bright 2* untuk Sekolah Menengah Pertama. Jenis penelitian ini adalah kualitatif dengan pendekatan konten analisis. Data dianalisis dengan menggunakan analisis kualitatif deskriptif. Penelitian ini menunjukkan bahwa (1) *discourse competence* yang muncul didalam tugas bahasa Inggris pada bukuteks *Bright 2* adalah kohesi, koheren, deiksis, dan generic structure, (2) *sociocultural competence* yang muncul pada tugas Bahasa Inggris adalah factor kontekstual social, faktor budaya dan kepantasan gaya bahasa (3) *formulaic competence* yang muncul pada tugas Bahasa Inggris adalah kolokasi (4) *interactional competence* yang muncul pada tugas Bahasa Inggris adalah kompetensi tindakan, kompetensi berbicara dan komunikasi non-verbal (5) *linguistic competence* yang muncul pada tugas Bahasa Inggris adalah sintaks, morfologi, leksikal, dan fonologi, dan (6) *strategic competence* yang muncul pada tugas Bahasa Inggris adalah strategi interaksi.

**Kata Kunci:** Komponen dan sub-komponen kompetensi komunikatif, buku teks, tugas kemampuan Bahasa Inggris

## **TABLE OF CONTENT**

<b>COVER .....</b>	<b>i</b>
<b>PRIMARY SUPERVISOR APPROVAL .....</b>	<b>ii</b>
<b>CO-SUPERVISOR APPROVAL .....</b>	<b>iii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>STATEMENT OF AUTHORSHIP .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>ABSTRAK .....</b>	<b>xi</b>
<b>TABLE OF CONTENT.....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Problem Statement .....	4
C. Objective of Study.....	5
D. Limitation of Study .....	6
E. Benefit of Study .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Review of Previous Study .....	8
B. Theoretical Review .....	25
C. Theoretical Framework .....	55

### **CHAPTER III RESEARCH METHOD**

A. Research Type .....	56
B. Data and Data Source .....	56
C. Technique for Collecting Data .....	57
D. Data Validity .....	57
E. Technique for Analyzing Data .....	59

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings .....	62
B. Discussion .....	107

### **CHAPTER V CONCLUSION, PEDAGGICAL IMPLICATION AND SUGGESTION**

A. Conclusion .....	123
B. Pedagogical Implication .....	129
C. Suggestion .....	132

### **BIBLIOGRAPHY**

### **APPENDICES**



## LIST OF FIGURES

Figure 2.1: Bachman's Communicative Language Ability Chart.....	41
Figure 2.2: Revised schematic representation of Communicative Competence .....	43

## LIST OF TABLES

Table 2.1: The Textbooks Applied in Japanese Upper Secondary Schools.....	10
Table 2.2: The Types of Writing.....	33
Table 2.3: Components of Discourse Competence .....	44
Table 2.4: Components of Linguistic Competence.....	46
Table 2.5: Components of Sociocultural Competence.....	49
Table 2.6: Components of Interactional Competence.....	51
Table 2.7: Components of Strategic Competence.....	52
Table 3.1: The Qualification of the Raters.....	57
Table 3.2: The Example of Discourse Competence's Findings.....	58
Table 4.8: The Findings of Discourse Competence .....	70
Table 4.9: The Findings of Sociocultural Competence.....	79
Table 4.10: The Findings of Formulaic Competence.....	82
Table 4.11: The Findings of Interactional Competence.....	88
Table 4.12: The Findings of Linguistic Competence.....	99
Table 4.13 The Findings of Strategy Competence.....	101
Table 4.14 The Findings of Communicative Competence.....	102